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ABSTRACT

This program was designed to train teachers and aides working, or interested in working, in Adult Basic Education (ABE) programs on Indian reservations in 11 western and midwestern States. An Indian Advisory Council planned activities with Colorado State University staff. Plans involved an area-wide training institute at CSU to be followed by mini-workshops in each State or multi-State area and finally by reservation visits or on-site workshops. Workshop programs were designed to meet the expressed needs of teachers and aides. Where possible, Indian consultants conducted training. Individual competencies in the following were stressed: adult teaching and learning, cultural awareness and pride in heritage, and the subject areas of math, reading, social studies, and language arts. During an extension period, 16 consultant visits and/or workshops were conducted. Such topics as ESL, recruitment, motivation, curriculum, materials, consumer education, teaching techniques, and proposal writing were discussed. Evaluations from workshop participants showed that the most pressing problems in carrying out ABE programs on Indian reservations are motivation, recruitment, and materials. (KM)

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AMERICAN INDIAN ADULT BASIC EDUCATION TEACHER AND TEACHER AIDE TRAINING PROJECT

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TERMINAL REPORT

COLORADO STATE UNIVERSITY
COLLEGE OF HUMANITIES
AND SOCIAL SCIENCES
DEPARTMENT OF EDUCATION
FORT COLLINS, COLORADO

JUNE 30, 1971 - DECEMBER 31, 1972

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COLORADO STATE UNIVERSITY (CSU) AMERICAN INDIAN ADULT BASIC EDUCATION TEACHER AND TEACHER AIDE TRAINING PROJECT

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The following narrative is not intended to be a complete report of all the details relating to the conduct of the CSU project. Rather this report attempts to cover the major events in achieving the goals of the project. Those individuals who wish to have more explicit information concerning any aspects of the project are encouraged to contact the following:

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Co-Director
CSU American Indian ABE Teacher and
Teacher Aide Training Project
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AMERICAN INDIAN A.B.E. TEACHER AND TEACHER AIDE TRAINING PROJECT

PART I - First Year

June 30, 1971 - June 30, 1972

By GEORGE H. ABRAMS
CO-DIRECTOR

American Indian ABE Teacher and
Teacher Aide Training Program

ABSTRACT

FIRST YEAR: JUNE 30, 1971 - JUNE 30, 1972

Purpose: This project was designed to help meet training needs of teachers and aides working, or interested in working, in ABE programs on Indian reservations in eleven western and mid-western states. The area involved covered states of: Colorado, Kansas, Michigan, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, and Wyoming.

Procedure: The Indian Co-Director, George Abrams (Seneca tribe) formed an Indian Advisory Council consisting of one person from each of the eleven states. This council met with Colorado State University staff to plan activities.

The plan was to hold an area-wide training institute at CSU, to be followed by mini-workshops in each state or multi-state area, and finally reservation visitations or on-site workshops. Participants were to be nominated cooperatively by members of the advisory council and state adult education directors.

This plan was followed, making every effort to obtain input from the teachers and aides as to their training needs. Workshop programs were designed to meet these expressed needs. Where possible, Indian consultants were used to conduct the training.

Project Objectives:

(1) To maximize Indian participation throughout the project:

A) Hiring of an American Indian Project Co-Director.

B) Selection and formation of a Project Advisory Council composed of American Indian people in the education field and/or tribal leaders.

C) Employment of American Indian educators, wherever possible, as trainer/consultants during various phases of the project.

(2) To plan, implement, and evaluate a training institute for potential or existing American Indian ABE teachers and aides on reservations within the eleven state project area. Individual competencies in the following areas were to be stressed.

A) Adult teaching and learning.

B) Cultural awareness and pride in one's heritage.

C) Subject areas:

Math	Social Studies
Reading	Language Arts

(3) To conduct periodic consultative assistance during on-reservation visitations throughout the project year in order to:

A) Assist in project planning and development based on expressed local needs.

B) Provide non-financial support to the establishment of new and/or improvement of existing ABE reservation programs.

C) Provide technical assistance to ABE administrators, teachers, and aides in the on-reservation adaptation and application of ABE principles, methods, and subject matter content to the individual and unique educational problems and needs of each of the reservations.

(4) To conduct continuous and a terminal evaluation of the Project's operations and impact in order to:

A) Determine areas of needed modification throughout the Project's progress.

B) Assess overall Project impact on the ABE programs on reservations.

Results and Conclusions: First Year, June 30, 1971 - June 30, 1972

By reviewing the Project objectives it is clear that all of the goals as stated in the Project grant were met. The Project was sufficiently flexible to meet expressed needs of the participants both at the CSU Institute and the state workshops. This conclusion is derived from both personal impression and formal participant evaluations.

The Project provided additional training opportunity for approximately 325 Institute and state workshop participants, the greater majority of whom were American Indians presently working in some capacity in on-going ABE programs on reservations. At this early date it is difficult to assess the impact of the CSU Project on reservation ABE programs. However, I believe that in the near future the effects of this Project will be felt in the increased interest on reservations in ABE programs, and in the availability of personnel who attended the CSU Institute and/or the state workshops.

Nevertheless, additional assistance to those on-going and planned ABE reservation programs in the areas of 1) proposal writing, 2) acquaintance with avilable ABE materials, and 5) how to attract and retain the ABE student is needed. Hopefully, by a coordination of the various state and federal agencies that deal with American Indian education, a more comprehensive program can be worked out that would deal with the problems of adult education evident on nearly all of the reservations in the United States.

I would like to conclude by thanking the numerous individuals in various capacities who assisted the CSU staff and myself in making the Project one which hopefully will be of value to the American Indian people.

Respectfully submitted,

George H. Abrams
Co-Director

For Abstract of the Extension Period, July 1, 1972 - December 31, 1972, please see Part II.

INTRODUCTION

Colorado State University (CSU), Fort Collins, Colorado was awarded a $99,958 grant from the United States Department of Health, Education, and Welfare (HEW) to conduct an American Indian Adult Basic Education (ABE) Teacher and Teacher Aide Training Project applicable to the federal reservations within an eleven state area. The states included within the project area were the following:

Colorado	Montana	Utah
Kansas	Nebraska	Wisconsin
Michigan	North Dakota	Wyoming
Minnesota	South Dakota	

The project was specifically designed to assist existing and potential teachers and teacher aides of American Indian descent working in the area of adult basic education on Indian reservations to further develop their abilities for designing, implementing, and evaluating adult education programs on their reservations. To achieve these goals a training institute was established to deal with the overall problems of adult education programs and the unique needs and problems involved in American Indian adult education felt by Indian teachers and aides. In addition, a follow-up phase was anticipated which would assist individual reservations or state-wide programs with the specific problems of their programs which deal with adult Indian education.

Advisory Council; Selection and Formation:

It was felt that a better representation of the states involved would be achieved if the number of Advisory Council members was increased from nine, as outlined in the Project proposal, to eleven to include one representative on the Council for each of the states in the Project area. In addition, it was realized that it would be extremely difficult, if not impossible, for all of the Advisory Council members to agree upon a time and date when the entire body would be able to attend announced meetings. Also, it was felt that maximum Indian participation and cooperation with the Project might be served if all of the states had a representative on the Council whom the individual tribes had had some voice in selecting. For these reasons, the Co-Directors of the Project agreed that one representative from each state would better insure that a larger Indian voice and participation would be available at Advisory Council meetings.

In order to inform the respective tribes of the CSU Project and to involve them in the selection of the individual members of the Advisory Council, a letter outlining the purposes of the Project was sent to all tribal chairmen in the eleven states and the heads of such organizations as the Great Lakes Intertribal Council in Wisconsin, the Montana Intertribal Policy Board, the United Tribes of North Dakota, and the United Sioux Tribes of South Dakota which represent all of the tribal groups in their states. The letter requested that they submit a list of five individuals who they felt would best represent all of the tribes in their state.

Because of the slow responses to the letter of inquiry, follow-up telephone calls were made to the majority of those tribal chairmen who did not respond. Eventually over sixty different names were compiled from which the Advisory Council was formed. Some of the individuals recommended had been suggested by several of the tribal chairmen, and these were felt to be persons who would best represent all of the tribes in their state. By contacting these individuals, explaining the Project, inquiring into their availability and their willingness to serve on the Project's Advisory Council, eventually eleven persons agreed to serve. These included the following:

Mr. Guy Pinnecoose
Employment Assistance Officer
Southern Ute Tribes
Ignacio, Colorado 81137
(303) 563-4525 ext. 37
Southern Ute
Representative of Colorado

Mr. Ernest Old Shield
Adult Education Specialist
Horton Indian Agency
Bureau of Indian Affairs
Horton, Kansas 66439
(913) 486-2161
Seneca-Oglala
Representative of Kansas

Mr. Ted Holappa
American Indian EOP
1424 15th Street
University of Colorado
Boulder, Colorado 80302
(303) 443-2211 ext. 8461
Chippewa
Representative of Michigan

Mr. Will Antell
Director of Indian Education
Minnesota Department of Education
Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101
(612) 221-3495
Chippewa
Representative of Minnesota

Mr. Barney Old Coyote
Director of Indian Affairs
Center for Intercultural Programs
Montana State University
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Crow
Representative of Montana

Mr. Robert Mackey
Director, Nebraska Indian Commission
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(402) 477-8984
Santee
Representative of Nebraska

Mr. Dale Little Soldier
United Tribes of North Dakota
Employment Center
Route 1, Box 166
Bismarck, North Dakota 58501
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Representative of N. Dakota

Mrs. Evelyn Bergen
P.O. Box 223
Rosebud, South Dakota 57570
(605) 747-2421
Yankton Sioux
Representative of S. Dakota

Mr. Robert Chapoose
Educational Officer
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Fort Duchesne, Utah 84026
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Northern Ute
Representative of Utah

Mrs. Loretta Ellis
Chairman, Indian Education Committee
Great Lakes Intertribal Council
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(715) 588-2011
Oneida
Representative of Wisconsin

Mr. Larry Murray
Research Coordinator for Indian Education
Office of Indian Education
Lander, Wyoming 82520
(307) 332-3874
Shoshone-Northern Ute
Representative of Wyoming

During the progress of the Project it was necessary to replace two advisory council members who moved from the area. Mr. Ernest Old Shield, representative of Kansas, was replaced by Mr. George Reifel, Jr. Mr. Roy LaFountain of Belcourt replaced Mr. Little Soldier from Bismarck, North Dakota.

A copy of the Project proposal was sent to each of the Advisory Council members in order that they might become better aquainted with the overall Project objectives. By this process we hoped to provide a firm basis on which they could better make suggestions and offer advice to the Project Co-Directors.

First Advisory Council Meeting:

In order to better facilitate the organization and content of the training institute for American Indian teachers and aides on reservation, the first one-day meeting of the Advisory Council was held in Denver on September 30, 1971.

Among the agenda items covered were:

1) Site location for the Institute.

2) Organization and specific content of the Institute.

3) Applications to the Institute.

4) Trainer/Consultants at the Institute.

5) Evaluation of the Institute.

The following is a report of the first Advisory Council meeting. (More complete notes of this meeting are available from the Department of Continuing Education, Colorado State University, Fort Collins, Colorado.)

Site Location:

It was agreed upon by the Advisory Council that the week-long Institute be held on the campus of Colorado State University, with the possibility of "mini" Institutes involving one or more reservations or states as an important part of the Project follow-up.

Organization and Specific Content of the Institute:

The Advisory Council felt that in organizing the Institute and developing the specific content it was necessary and important to first determine the actual needs, concerns, and problems of the Institute participants, and then develop the Institute program to fit these expressed needs. It was emphasized that the Indian participants must be actively involved in determining the objectives and focus of the Institute. Structure was to be informal and flexible.

It was suggested that Institute participants be selected as soon as possible so they might have an opportunity to express some needs and wants before the actual Institute.

All those present thought that the first day of the Institute should be put aside for the purpose of orientation and getting acquainted. At this time the participants could express all their needs and concerns, and discuss the specific objectives they would like to achieve.

Applications to the Institute:

In discussing the specific criteria for selection of applicants. the following items were agreed upon:

(1) The greatest requirement is a desire and skill (rapport) in working with Indian people.

(2) The applicant must be an Indian.

(3) The applicant must have the ability to communicate with people.

(4) The applicant need not necessarily be employed in an ABE position, but must be interested in working with adults.

It was brought out that approval from the State Director of Education was necessary for each application. In regard to this it was pointed out that the role of the State Director would hopefully be one of involvement, and not necessarily veto power. His involvement was also necessary to ensure equal opportunity for all eligible Indians to participate in the Institute.

The project staff requested extensive recommendations from the Advisory Council to accompany their list of applicants. Recommendations were to be made in pairs--a team consisting of one teacher and one teacher aide representing a reservation. After careful consideration.of all recommendations made, final decisions were to be made by the project staff.

It was suggested that, after the 80 allotted Institute participants are selected, applications be considered from others who desired

to come on their own expenses. Maximum Institute participation was set at 100.

Advisory Council members were invited to attend the week long Institute.

Trainer-Consultants at the Institute:

The Advisory Council members agreed to submit a list of persons who might serve as Trainer-Consultants, and their qualifications, to the project office by Friday, October 8, 1971. Recommendations were to include those with competence in the areas of reading, math, social studies (cultural awareness, civics), Indian history, psychology, and teaching English as a 2nd language.

The Council members were encouraged to submit more than one name for each area of competency, if possible, since some of those named might not be available during that time period (November 8-12).

The majority of Trainer-Consultants were to be Indians. Academic support was to be given by the project staff at CSU.

It was emphasized that the criteria for selection or recommendation should be the knowledge or competency of the person and how well he might perform as a Trainer-Consultant, rather than whether he had a degree or not.

Evaluation:

It was generally agreed that evaluation was an important part of the follow-up process. A decision was made to utilize self- or internal evaluation. It was suggested that a sheet with general questions be administered at various times in the project year, giving those

involved an opportunity to make comments. These comments could then be assessed by the project staff.

The real evaluation was felt to be what was actually happening on the individual reservations as a result of the Institute. It was suggested and agreed that Dr. Douglas Sjogren of Colorado State University would be asked to help develop a valid questionnaire and assist in the evaluation process.

One factor which caused considerable comment among the Advisory Council members attending the first meeting occurred when the role of the State Directors of Adult Education or Public Instruction was introduced.

On-reservation ABE programs derive their funds from various sources, including the Bureau of Indian Affairs (BIA), Community Action Programs (CAP), and others. Also, reservation Indians are distrustful of state organizations funding reservations programs. These factors caused several of the Advisory Council members to question in detail the precise role of the State Directors in the CSU Project.

Following the first Advisory Council meeting, the application form was revised, duplicated, and distributed to the individual Advisory Council members. The number of applications sent to each Advisory Council member ranged from four to sixteen depending upon the number of reservations and on-reservation Indian populations in each of the states and budgetary restrictions. Formal applications were expected from 80 potential participants, although it was realized that an unknown number would not appear due to various factors.

A Project brochure was drawn up and distributed to tribal chairmen, Advisory Council members, and to a large list of individuals who had requested information regarding the Project and Institute.

CSU Institute, November 8-12, 1971:

Based on the information derived from the Advisory Council meeting and other sources, the basic outline of the Institute program was formed and trainer/consultants contacted and committed to serve during the Institute. It was necessary to hire non-Indians in some cases primarily due to the unavailability of qualified Indians during the dates of the Institute.

Certificates of Participation were given to the Institute participants from the Office of Continuing Education, Colorado State University. In addition, one hour of college credit was available for those who had completed high school or had an equivalency degree.

Content of Institute Included:

Brief introductions of the Advisory Council members, Trainer-Consultants, and participants by states. George Abrams

Brief review of the project: Abrams
- Objectives of the project
- Objectives of the Institute
- Follow-up program

Determination of participant needs and informal "get acquainted" session.

Introduction and Review of American Indian Education (with special emphasis on adult education). Michael Taylor

Adult Basic Education Panel: Will Antell, Chairman
- What is ABE? - John Snider
- How is ABE funded? - Roy Minnis
- Who is the ABE student? - Charles Divita
- ABE programs on Indian reservations - Will Antell

American Indian Self-Image and Education
Dr. Richard Bear

Small Groups:
- Psychology - Dr. Bear
- English as a Second Language - Gladys Pensado
  - Listening, Speaking, Reading, Writing

Mathematics - Helen Jinks
Social Studies - Ralph Ware
ABE on Reservations - Will Antell

Adult Teaching and Learning - Jim Kincaid

Special Problems in Teaching Adults -
Connie Tindel

Designing ABE Programs and Counseling ABE Students -
Pat Locke, WICHE

Evaluation of the Institute

Evening Programs included:
"The Pride and the Shame"
"The Federal-Indian Relationship & Tribal Government"
(Videotape) Helen Peterson, discussant
Pow Wow - White Buffalo Council of Denver
(Cancelled because band did not arrive.)
"Ballad of Crowfoot"
"You Are On Indian Land"

Institute Participants: (Total attending: 63)

It became apparent early in the Project that due to several reasons it would not be possible to carry out the "Indian only" qualification for participants and consultants during the Institute or follow-up phases. Many of the on-going ABE programs on the reservations were unable to release their Indian teachers and aides during the period of the Institute because their classes could not be rescheduled. In addition, some states and reservations have little or non-existant ABE programs and therefore had no personnel to send to CSU. Also, some of the reservation ABE programs are almost entirely staffed by non-Indians. Although attempts were made to stress that, wherever possible, Indians would be selected for participants and consultants, it was necessary to have non-Indians in order that they might also take advantage of the training possibilities provided by the CSU Project.

Number of Participants attending by States:

Colorado - 4	Montana - 13	Utah - 1
Kansas - 1	Nebraska- 3	Wisconsin - 8
Michigan - 1	North Dakota - 5	Wyoming - 4
Minnesota- 9	South Dakota - 14	

TRAINER-CONSULTANTS

Dr. Richard Bear
Department of Psychology
McKee Hall
University of Northern Colorado
Greeley, Colorado 80631

Mr. Michael Taylor
Acting Executive Director
American Indian Dev., Inc.
Denver, Colorado 80210
(303) 297-2621

Mr. Ralph Ware
United Tribes of North Dakota
Employment Center
Route 1, Box 166
Bismarck, North Dakota 58501
(701) 255-3285

Miss Helen Jinks
Denver, Colorado

Mrs Helen L. Peterson
Assistant to the Commissioner, BIA
Denver, Colorado 80218
(303) 266-9218

Mrs. Pat Locke
Director
Ethnic Programs in Higher Education
Western Interstate Commission for
Higher Education (WICHE)
P.O. Drawer P
Boulder, Colorado 80302
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Gladys Pensado
Denver, Colorado

Dr. Roy Minnis
Adult Education Programs
11434 Federal Office Building
19th & Stout Streets
Denver, Colorado 80202
(303) 837-4957

Institute Evaluation:

Dr. Douglas Sjogren of Colorado State University provided technical assistance and advice in setting up evaluation forms for both participants and consultants in order to determine the total effectiveness of the Institute program in meeting general and specific needs. Participants were also given an opportunity to state the areas in which they desired additional assistance from the CSU Project during the follow-up state workshops.

COLORADO STATE UNIVERSITY AMERICAN
INDIAN ADULT BASIC EDUCATION TEACHER AND
TEACHER AIDE TRAINING PROJECT

Final Tabulation of Results of
INSTITUTE PARTICIPANT EVALUATION

40 evaluations were received from the total of 63 Institute participants.

Some of the objectives of the Institute are listed below. Using the five point scale, indicate the degree of attainment of each of the objectives.

	Very Low	Low	Moder-ate	High	Very High	# of Replies
1. To increase understanding of American Indian Education.	0	2	19	17	2	40
2. To increase awareness and understanding of the American Indian cultures.	0	5	14	15	6	40
3. To increase understanding of the Adult Basic Education program.	2	3	19	9	7	40
4. To develop knowledge about the learning process in adults.	2	6	16	10	5	39
5. To develop increased competency in programming and teaching adult courses.	0	6	19	13	2	40
6. To develop skills and techniques for teaching each of the following:						
a. Language and Reading	0	5	15	9	4	33
b. Mathematics	1	8	10	11	2	32
c. Social Studies	3	11	7	10	5	36
d. Nutrition and Consumer Science	0	2	8	16	9	35
TOTALS	8	48	127	110	42	335/360

Final Tabulation of Results of
INSTITUTE PARTICIPANT EVALUATION

Indicate your degree of satisfaction with the following aspects of the Institute.

	Very Low	Low	Moder-ate	High	Very High	# of Replies
1. Adequacy of information about the Institute prior to your arrival.	14	6	5	9	1	35
2. Physical facilities						
a. Meeting rooms	0	3	12	12	13	40
b. Housing (Campus)	0	7	19	8	6	40
c. Eating (Campus)	1	3	12	13	9	38
3. Availability of staff for help and consultation.	0	3	9	15	10	37
4. Quality of help received from the staff.	2	2	10	14	12	40
5. Free time	4	2	18	7	8	39
6. Institute program in general	1	1	13	19	6	40
Column Totals	22	27	98	97	65	309/320

Final Tabulation of Results of
INSTITUTE PARTICIPANT EVALUATION

The following are the replies to three questions that were included in the participant's evaluations of the Institute at CSU, November 8th-12th. No attempt was made to modify the comments that were made, and they are verbatim.

For purposes of clarity and easy reference the replies to the first question have been grouped according to the following categories:

1. General comments.
2. Comments on more than one Trainer-Consultant presentation and panels.
3. Comments on Mrs. Helen Peterson.
4. Comments on Dr. James Kincaid.
5. Comments on Mrs. Connie Tindel.
6. Comments on Mrs. Pat Locke.
7. Comments on Dr. Richard Bear.
8. Comments on Mrs. Gladys Pensado's small group sessions.
9. Comments on Miss Helen Jinks' small group sessions.
10. Comments on Mr. Ralph Ware's small group session.
11. Comments on Mrs. Sheila Schroeder's and Miss Judy Krakower's small group session.

Please consult the Institute schedule to determine the individual and panel presentations.

QUESTION NUMBER 1: What two things were <u>most</u> BENEFICIAL for you in the Institute? Please indicate why these have been beneficial.

(1) General Comments...

- Learning how important ABE is. The ways and means used by other people to cope with problems we meet in trying to teach adults. These have been beneficial to me because this is a new field to me as this is my first attempt at teaching adults.

- Most beneficial was learning what others are doing in the field of ABE - and learning from them what success they had and what failures they had so I wouldn't make the same mistakes.

- A better understanding of what ABE can do for my people in every aspect of life.

- Introducing Indian culture into our school subjects. I hope to do this with some of our Literature which is a bore to our students.

- Understanding some of the reasons why students drop out of our classes, especially the one of convenience - this is one that did not occur to us.

'inal Tabulation of Results of
:NSTITUTE PARTICIPANT EVALUATION

- The meeting of different Indian people from different parts of this land and sharing their ideas and problems with each other.

- Everything was very interesting and educational. It made a person more aware of education and things thats going on. EDUCATION - AWARENESS Through education we can make it to a better life.

- Meeting the people that attended - It was beneficial because it gave everyone a chance to get together and exchange ideas or their particular problems and discuss some of the methods they've used in solving them.

- Being aware of educational needs and wants of Indian people and some of the things that can be done to further these needs, and the process and ways of going about getting help on these matters.

- How to approach an adult and ways to talk to them about the program.

- Some ideas on how to get our program started. And ways to get the people interested in classes.

- The general sessions were interesting as ABE was something new to me.

- I found out some ways to recruit and have people to attend our classes. Make the classes interesting enough so that students will stay. Tell them how important GED is for better jobs. Then I also learned how other tribes operate their ABE. These gave me alot of ideas to have a better ABE or GED program.

- Informal discussion with others outside formal meetings - in one-to-one relationships we discussed programs and problems we had in various plans.

- Getting funding defined and areas of monetary resources. Resource teaching material and coordinated teaching material from Department A:, U.S. Government Printing Office, etc.

- Some exposure to the national Indian ABE picture.

- This was my first chance to get involved with any ABE project. I've found out a little about ABE and how it is funded and will try to get one of these programs on our reservation.

- The most important thing is here Teacher - Teacher Aide Training Project here at Ft. Collins. Also how the staff helped us to understand this ABE program. We appreciate it and it helps us to understand what is ABE for our reservation..

- Learning of what is going on in other areas and what their needs are.

- Picking up new ideas to implement in our GED program.

- Individual contacts for consultants services or information.

Final Tabulation of Results of
INSTITUTE PARTICIPANT EVALUATION

- The most beneficial aspects pertaining to the program were the individual speeches given by people of divergent concepts or ideas in Indian relations and cultural re-adaptation.

- Creating a general understanding between tribes and their ABE programs. Ideas were derived from here for positive purposes.

- Trainer-Consultants -- they helped me to understand more fully the need for more education of the Indian people.

- Group Sessions - because they helped to give an idea on techniques for adult classes.

- I learn how the people think how they respond to the white people. Learning to speak with the other tribes about their ABE.

- Contact with people from other. The sharing of information was the most helpful aspect of the entire program.

- The fact of getting together with other people from other areas of the U.S. to discuss problems, etc., is very beneficial.

(2) Comments on more than one Trainer-Consultant presentation and panels...

- The General Sessions were the most beneficial and Dr. Bear's lecture.

- Connie Tindel's session help with the stories was helpful all the way around. Pat Locke should have been the first speaker of the project.

- The Adult Basic Education panel. They gave their views of what they are doing in ABE Programs.

- Adult Basic Education panel: There were different sources in this panel discussion that I believe was beneficial not only to me, but others on these other reservations. I got different sources of information that I didn't know anything about.

- The other classes (besides Psychology) were good also as we learned presentation of our subjects, Math, English, etc., and the ability to cope with various problems. I felt hearing the problems on other reservations and what was being done was most beneficial and encouraging.

- Contacts with ABE people from other reservations, and exchange of ideas about programs and methods. Find sources (people, materials, etc.).

- Also the ABE of Reservations of how other tribes go about these education programs.

QUESTION NUMBER 2: What two things were least beneficial for you in the Institute or what things should have been covered that were not?

The replies to the second question have been grouped according to the following categories:

1. Positive comments that were included in the "least beneficial" section of the evaluation.
2. General comments.
3. Funding.
4. Curriculum development.
5. Training and GED.
6. Extra-curricular activities.
7. Dormitory, attendance, etc.
8. Comments on specific general presentations and small group sessions:
    a. Review of American Indian Education - Michael Taylor.
    b. Social Studies - Ralph Hare.
    c. Nutrition and Consumer Science - Sheila Schroeder and Judy Kralemer.
    d. English and Math - Gladys Tensado & Helen Jinks.

Final Tabulation of Results of
INSTITUTE PARTICIPANT EVALUATION

(1) Positive comments that were included in the "least beneficial" section of the evaluation...

- I came for the specific purpose of learning methods of bettering our GED classes and so these were meetings I attended and they were all beneficial to me.

- Nothing that I could think of.

- I can not say because I feel that they were all beneficial, and the workshop was very good.

- Everything on the schedule was very helpful to most of us.

- I was interested in ABE in reservation and teach them to go on; also, what Mr. Bear speech was something that we all should know.

- I was interested in Nutrition food in our reservation. I would like to know about their foods and things on reservations.

- Can't think of anything, it was all useful to me.

- I feel that the program covered most areas for Adult Education quite thoroughly.

(2) General comments...

- They should send people that would benefit out of this project. Not just for the ride, and not send those that attended seven sessions just like this.

- As a teacher some of the large group presentations were review of very basic things.

- Some of the lectures were not related to the Adult as far as education was concerned. We felt that they either pertained to children or were off the subject that basically concerned us. (Essentially the same comment on two evaluations)

- Some of the subjects talked about were related to children.

- Long sessions on generalities. Several lecturers were unresponsive to reactions of the delegates.

- The talk about general issues that most people were already familiar with.

- Too much national picture. People did not understand it if they have had no formal "college" education or conferences. It turned alot of people off. I think time should have been spent on how to teach to pass GED test.

Final Tabulation of Results of
INSTITUTE PARTICIPANT EVALUATION

- The biggest problem of any Institute is the fact of too many people talking of general things. People know what is not or has not been done. Now they want to get some specific information on how to get things done.

- Established ABE programs were not included enough in the studies.

- Too much emphasis of ABE and not Indian ABE.

(3) Funding...

- Wanted to know more about funding.

- Funding should have been covered in a small group.

(4) Curriculum development...

- Should have more on curriculum development.

- I shouldn't say least beneficial but I would have liked more in the area of Curriculum Development. Supportive Services to bolster up adult education programs and really involve the people in the proper atmosphere of education.

- Monday, all day. For introduction not enough information. Not enough information on I.A.B.E. Nothing stressed about retention of Indianness except for Pat Locke's and Dr. Bear's presentation. Need more Indians on panels. Variety of expertise.

(5) Training and GED...

- More about training people for their ABE programs.

- More about training the aides and teachers and what's expected of them.

- More ways of teaching or talking to the people or students you recruit.

- Specific characteristics of Adult Indian students and techniques in teaching them - receptive recruitment retaining - more exchange of experiences.

- The GED class had no new ideas.

(6) Extra-curricular activities...

- Film program -- Introduction and Review of American Indian Education. More coverage on Indian Adult Basic Education.

- Pow-Wow wasn't beneficial.

Final Tabulation of Results of
INSTITUTE PARTICIPANT EVALUATION

(7) Dormitory, attendance, etc...

- Didn't like the drinking and noise all night long in the dormitory.
- Least beneficial is requiring or having more Indians to attend classes. There is a lot learned in out of class activities which should be transmitted to all the group.
- My only regret is that we did not plan trip into the mountains for one afternoon. (Entirely selfish).
- The atmosphere in the dorm was not always conducive to getting the most out of the conference.
- The sleeping facilities were in constant _____ (word not legible) from those who vacationed this week.

(8a) Review of American Indian Education - Michael Taylor...

- In review of American Indian Education by Michael Taylor, I just couldn't get anything about this. He should have covered more on the special emphasis on how to conduct on the adult education the ABE Program Set-
- History of Indian Education -- what most people do not realize is that in the 20's - 30's the Indian people were almost forced into assimilation and integration by the lack of economic resources available. There was such a thing as Indian Service which accomplished a lot with little monetary resources.

(8b) Social Studies - Ralph Ware...

- More Social Studies.
- Not attending Social Studies, because of the teacher not there.

(8c) Nutrition and Consumer Science - Sheila Schroeder & Judy Krakower...

- Nutrition and Consumer -- as we have Nutrition programs and we don't have anything to do except bring people in.
- Most of the reservations have separate individuals working in Nutrition and Consumer and they were <u>not</u> <u>here</u>, so we took notes to give them. I feel a class for Counselors should have been offered instead.

(8d) English & Math - Gladys Pensado & Helen Jinks...

- English + Math. Why? My answer is = the ABE is new to me, as it is just starting in our area. Its recruitment that will be our problem.

Final Tabulation of Results of
INSTITUTE PARTICIPANT EVALUATION

QUESTION NUMBER 3: What things do you expect you will want from the Institute when you return to your situation? (For example; help on selecting materials, help with teaching in a specific area, recruitment, establishing an ABE program, help in establishing a mini-Institute for your reservation or state, etc.)

- Help in selecting material, recruitment.

- I would like help in selecting materials and also establishing a mini-Institute on my reservation or the reservation adjoining.

- Our program is already in progress. Still got some real good ideas to keep our adult students in class.

- We may need help in selecting materials on Indian culture and information as how to integrate this into our present studies.

- Help in ideas and methods that will make our ABE program more meaningful and beneficial to the people of the community.

- Help in selecting materials to go along with teaching in ABE, and try to help them in keeping up their culture and tradition so they can feel free. They want to be in our ABE Program.

- Our ABE program is administered by the Adult Vocational and Technical Schools in Wisconsin. When more Indian ABE are established, a mini-Institute would certainly serve a purpose. Or perhaps would help set up new programs.

- More Trainer-Consultants, Speakers of Indian Heritage, on these different situations which involve the culture of Indians, for both urban and reservation Indians.

- Help on selecting materials. Help in teaching in specific areas -- recruitment. Help in establishing a mini-Institute for our reservation and state. Our ABE is run by non-Indians and should be changed to have Indian control. More control on reservations.

- All the things that are selected here. We're just getting started.

- Establishing an ABE program in selecting materials for teaching.

- Better recruitment. Better classes. Selecting right materials for ABE students. More prepared for GED students.

- Help for establishing a more extensive education program. One which can include the whole reservation, not just our school district as it is now.

- Help in selecting literature and alot of help with tutoring in math for one. (Essentially same comment on two evaluations.)

Final Tabulation of Results of
INSTITUTE PARTICIPANT EVALUATION

- Establishing an ABE program. I understand there is one, but there is only 3 on the staff, 2 non-Indian, and Mrs. Shirley Keith, Indian.

- Materials on Consumer Education.

- Help with teaching in a specific area - Lakota. Recruitment of adults who are non-readers or very low reading ability. Training workshop for our new teachers.

- Mini-institute on our reservation.

- Materials, recruitment.

- I think the Institute would help me to understand ABE, and set up an ABE on my reservation.

- More small group sessions about things that are happening on this reservation.

- If we are going to get this ABE program we need, help on selecting materials. Also recruitment, establishing an ABE program, help with teaching in a specific area. Help establishing a mini-Institute for your reservation or state.

- Help in establishing a mini-Institute on our reservation.

- All of the examples you listed should have been offered at the Institute, so participants could have brought this home with them.

- Would like to set up a program for our aides in order to train them as instructors.

- Help on selecting materials, recruitment.

- Those listed in above paragraph are all desired by me for establishment upon return.

- Help in establishing a mini-Institute for your reservation or state, for the reason that we would like to have other representatives of Tribal ABE programs to have a more meaningful environment so that we can explain why some of the things we are doing are "done as they are."

- Help in selecting materials. Establishing an ABE program.

- Would be willing to help in developing criteria and curriculum, also to exchange materials with other on-going programs and curriculum for positive effectiveness.

- Help to teach the English a second language. Help them to make better sentence.

- Everything except the mini-Institute.

Final Tabulation of Results of
INSTITUTE PARTICIPANT EVALUATION

OTHER COMMENTS ON THE EVALUATION FORMS:

I planned to attend social studies on Thursday, but Mr. Ware didn't show up and I didn't have any confidence in the substitute teacher so I am unable to evaluate Social Studies.

- I would like to suggest separate housing for the men and women. We had no privacy at all and were forced to keep our doors locked at all times. Many of our elderly ladies were in constant fear what with inebriated men up and down the halls. Also we would like to have had tours (educational) and some sort of activity in the evenings such as a game room solely for the Indians. I believe this would have eliminated some of the drinking.

- I enjoyed the workshop very much but I think a week is too long for most every one.

INSTITUTE TRAINER-CONSULTANT & STAFF EVALUATION

SOME OF THE OBJECTIVES OF THE INSTITUTE ARE LISTED BELOW. USING THE FIVE POINT SCALE, INDICATE THE DEGREE OF ATTAINMENT OF EACH OF THE OBJECTIVES.

	Very Low	Low	Moder-ate	High	Very High	# of Replies
1. To increase understanding of American Indian Education.	0	0	2	3	0	5
2. To increase awareness and understanding of the American Indian cultures.	0	0	0	4	1	5
3. To increase understanding of the Adult Basic Education program.	0	0	3	4	0	7
4. To develop knowledge about the learning process in adults.	0	0	2	2	1	5
5. To develop increased competence in programming and teaching adult courses.	0	0	3	3	1	7
6. To develop skills and techniques for teaching each of the following:						
a. Language and Reading	0	0	2	1	1	4
b. Mathematics	0	0	3	0	1	4
c. Social Studies	1	1	0	0	1	3
d. Nutrition and Consumer Science	0	0	0	3	1	4
TOTALS...	1	1	15	20	7	44/72

Materials

In conjunction with the Project a number of publications relating to general ABE and American Indian education were compiled. These materials were organized into a traveling library and made available for use and review at the various state workshops and at the CSU Institute. In order to better acquaint the participants with these materials, several CSU staff members, including Mrs. Connie Tindel and Mrs. Alice Martin, conducted classes during the Institute and state workshops which dealt with specific problems requiring their use of the available materials.

Additional materials were developed by Mr. George Abrams dealing with the adaptation of special materials with an Indian orientation. The first of these was the use of fractions and other mathematical concepts (see Appendix A). The second was a short tribal history of the Stockbridge (Mahican) that was adapted by Mrs. Martin to various reading levels.

Second Advisory Council Meeting, January 10, 1972:

The second major phase of the CSU Project necessitated another meeting of the Advisory Council in order to determine the on-reservation or state-wide workshope sites, curricula, consultant selection, etc. The earliest possible date that a mojority of the Advisory Council could gather was January 10, 1972 in Sioux Falls, South Dakota.

The general consensus was that state-wide workshops (mini-institutes) or a combined workshop for several states, rather than individual reservation workshops, be organized and held as soon as

possible. It was felt that trainer/consultants would be more readily available for state-wide workshops than for numerous reservation visits.

It was also decided that state meetings with the CSU staff, Advisory Council members, and state interested parties be held in order to further plan the state-wide workshops.

State Workshops:

The remaining Project budget was reviewed to determine the amounts that could be allocated for the workshops to be held in each state. The amounts were based on proportion of on-reservation Indian population in each state.

Ultimately several of the states' Advisory Council members decided to combine their resources and allocations to hold a larger workshop. This was the case for Colorado-Utah, Michigan-Wisconsin, and North and South Dakota. In the case of the Colorado-Utah workshop, the workshop could only apply to the Ute reservations of Uintah-Ouray Reservation in Utah, and the two Ute reservations of Ute Mountain and Southern Ute Reservations in Colorado. The Advisory Council members representing Michigan agreed that,considering the fact that Indian ABE programs in Michigan were in the beginning stages, it would be a good idea to combine with Wisconisn, which was in a like situation. The Advisory Council members representing North and South Dakota also agreed to combine their states' resources into a single workshop.

In order to assist in the organizing of the individual workshops, CSU guidelines were formulated and distributed to the Advisory Council members and those assisting them or their representatives to help them in organizing the details of the workshop (see Appendix B). Also, planning sessions involving CSU staff members were held in the majority of the states.

Considerable effort was made to orient the workshops to meet the expressed needs of those who would be attending. However, it was not possible to meet the total needs of all those who attended.

The first of the state workshops was held April 6 and 7, 1972, on the Wind River Reservation, Fort Washakie, Wyoming. This was followed by Nebraska, April 7 and 8; North and South Dakota, April 17-20; Montana, April 28 and 29; Colorado and Utah, June 12-14; Michigan and Wisconsin, June 15-17; and Kansas, June 26-28, 1972. Minnesota did not participate in a CSU financed workshop because it had been decided not to pay stipends to participants from the state allocation. Nevertheless, Minnesota has probably one of the more advanced and aggressive of American Indian ABE programs in the country. We were informed that state meetings and workshops are continuous, making it unnecessary for another workshop financed by CSU. Alternative suggestions as to other possible uses of the CSU funds and resources were not forthcoming and therefore it was decided that the Minnesota allocation would be distributed among the states yet to hold workshops.

STATE WORKSHOPS

State Workshops	Number of Participants	Date	Subject
Colorado-Utah	43	June 12-14	Attitude models, home interviews, curriculum
Kansas	24	June 26-28	Importance of GED, Educational needs, Language problems, Satellite ABE proms.
Michigan-Wisconsin	48	June 15-17	ABE programs, Arts & Crafts, Indian culture, proposal writing, math, small Engine Repair, Indian materials, Consumer Education.
Montana	36	April 28-29	Materials development
Nebraska	58	April 7-8	Use of media, testing, materials, Indian concerns.
South Dakota	31	April 17-20	Materials, teaching techniques, Indian culture.
Wyoming	20	April 6-7	Career Education

Immediately following are copies of some state workshop programs and evaluations.

TRAINING WORKSHOP

A COMPREHENSIVE "CAREER EDUCATION" PROGRAM FOR ADULTS

WIND RIVER RESERVATION APRIL 6 and 7, 1972

LOCATION: Rocky Mountain Hall, Fort Washakie, Wyoming

Thursday, April 6 (9:00-11:30 a.m.)

1. Introductions

2. Comprehensive "Career Education" Program Development for Adults

   a. Panel of Resource Persons:

      Roy Minnis: "What" } Comprehensive
      Richard Rowles: "Why" } "Career Education"
      Fred Black: "Why" } Programs for
      James Kincaid: "How" } Adults

   b. Reaction and Discussion by Workshop Participants

Lunch (11:30-1:00)

(1:00-4:00 p.m.)

3. Small Group Discussions

   a. Why have a comprehensive "career education" program (ABE, Vocational and Occupational Training, etc.) for adults living on the Wind River Reservation?

   b. What are needs to be served through a comprehensive "career education" program:

      (1) What needs?
      (2) What priorities?
      (3) What programs would satisfy needs?
      (4) What resources needed? Are they available?

Friday, April 7 (9:00-11:30 a.m.)

4. Group Discussion

   a. Work on the "mechanism" for a comprehensive "career education" delivery system

      (1) Program development
      (2) Organization and interorganizational characteristics (for example: "Educational Centers", "Cooperative Programs", etc.)
      (3) Utilizing existing resources and developing additional resources (for example: Locations and facilities, teaching and other program staff, materials and equipment, etc.)

Lunch (11:30-1:00)

(1:00-4:00 p.m.)

5. A Comprehensive "Career Education" for Adults: Program Proposal

   a. Program proposal "formats" and "content"

   b. "What's next?" (Developing a plan for the development of a comprehensive program proposal for the Wind River Reservation)

Following the Wyoming workshop a special agreement was concluded with Mr. Robert Rowan of the University of Wyoming and an enrolled member of the Shoshone tribe, to develop a comprehensive career education program for adults on the Wind River Reservation.

Mr. Rowan subsequently prepared the proposal which was forwarded to the Wyoming State Director of Adult Education.

NORTH AND SOUTH DAKOTA AMERICAN
INDIAN ADULT BASIC EDUCATION TEACHER
AND TEACHER AIDE TRAINING WORKSHOP

Rosebud, South Dakota
April 17-20, 1972

PARTICIPANT EVALUATION FORM SUMMARY

1. Stated briefly, were this week's activities what you hoped and expected them to be? Explain?

   I thought that they were all pretty helpful to me each day.

   I expected "just another workshop." I got a lot of good ideas.

   This week's activities were far more productive than I expected. I have learned numerous new approaches to material and have had time to evaluate my techniques and attitudes.

   It improved my knowledge of the importance of education for Indian people.

   The people were all so friendly. I enjoyed them greatly.

   Yes, we were able to work and talk together sharing our ideas.

2. Do you feel this week's presentations will be applicable and usable in your own program? Please explain yes or no response.

   It helped greatly in visiting with other Indian instructors about ways of teaching Indians.

   Yes, new ideas were set to develop individual ideas into a meaningful and successful program.

   Yes, in developing materials for my GED classes.

   Yes, we will probably reorganize our whole program as a result of this conference.

   With everyone sharing their ideas, their own methods, and their own problems, I've found many new methods to apply to my own program and some ideas of how to cope with problems I have.

   Yes, I feel this will be helpful in getting more people interested in their own improvement through education.

3. Which activity proved most beneficial to you regarding this week's work? Why? i.e. small groups, lecture.

   The small groups were more effective as the whole group participated.

   Definitely the lectures as I think in Mrs. Hovland and Dr. Bryde we had two of the best.

   Small groups leaned toward duplication so the lectures were most beneficial to me.

   The lectures were all good--especially Dallas and Dr. Bryde. Dealing with the real philosophical issue of reservation past, present, and future is extremely important.

4. In this week's activity, which approach was least beneficial for you? i.e. small groups, lectures. How would you improve same?

   Small groups tended to be bull and complaint sessions. They should be working and producing sessions.

   Small groups because the consultants were not sure of their role, and they let the small group do and talk about what ever they wanted. It was not organized.

   Mrs. Hovland perhaps could have condensed her materials into one day instead of two.

   The lectures because they became boring at times.

   Both small groups and the lectures were very good. I don't know of any way to improve it. They were all beneficial to me!

5. In evaluation of this week, how would you rank its productivity as far as you are concerned?

Not productive				Very productive
1	2	3	4	5
			12 votes	9 votes

6. Further comments:

   I think a two-day workshop is enough because by the second day everyone seems to be turned off.

   I've enjoyed this workshop very much. I will be able to return with new ideas that I've learned from others to improve my classes.

7. Did you feel the motel accommodations were: (underline)
satisfactory or unsatisfactory

All except for one person felt that the accommodations were satisfactory.

Comments: More regard should have been given to those people who did not have transportation.

The motel itself was excellent but for some of us who had no car, we had to walk a long way to attend banquets, get breakfast, etc.

8. Was the method of payment for your needs, i.e. food, lodging, convenient for you? yes no

All answers were "yes."

9. Did you receive adequate information in relation to the workshop prior to your arrival so that you were prepared to contribute? yes no

No--Ten votes Yes--Nine votes

Comments: I knew absolutely nothing about what was going to happen. I was just told to come.

I was not informed in advance to prepare any speeches.

I had no idea what to expect.

Since I was a substitute, I didn't really know I was coming and wasn't prepared to contribute.

10. If you were to have organized this workshop, what change(s), if any, would have been made to improve the outcome?

Have the workshop close to accommodations.

Although the consultants were very knowledgeable and experienced, I think that they should have been better prepared to carry out their assignments.

Rearrangement of the lectures by the people.

Make it mandatory for all participants to stay until the conclusion--so they can receive payment.

All should stay for presentation of certificates of participation.

I think that Gordon Kendall did a GREAT job!

"TENTATIVE"
MATERIALS DEVELOPMENT
WORKSHOP SCHEDULE

Northern Hotel and Chamber of Commerce Building
Billings, Montana
April 28 & 29, 1972

Friday, April 28
Northern Hotel Assembly Room

		Facilitator
8:30	Introductions, Objectives and General Agenda	Mr. Brent Poulton
9:00 - 9:30	OBJECTIVE: Investigate instructional materials relevancy	Mr. Brent Poulton
	ACTIVITY: Break into groups of five and discuss the materials that were brought by participants to the workshop a. Why were these materials chosen? b. What did you see of value in them? c. What groups of people would be interested in them?	
9:30 - 9:45	Coffee	
9:45 - 12:00	OBJECTIVE: Learn "how to" adapt materials to a lower reading level	Dr. Hap Gilliland
	ACTIVITY: Presentation relating the factors involved and procedures that can be used	
12:00 - 1:00	Lunch Break - form your own groups for all meals	
1:00 - 2:30	OBJECTIVE: Practice procedures for rewriting materials	Dr. Hap Gilliland
	ACTIVITY: re-form small groups and apply adaptation techniques to those materials brought to the workshop	
2:30 - 3:00	Break	
3:00 - 4:30	OBJECTIVE: Learn of instructional materials and services available through agencies providing various services on reservations	Mr. Dorrance Steele Moderator Mr. Lloyd Pickett Mr. Bob LaFromboise Mrs. Lillian Sum[illegible]r Mrs. Ceceli [illegible]
	ACTIVITY: Panel discussion and demonstration pertaining to materials available from other agencies	

Saturday, April 29
South Yellowstone Room
Chamber of Commerce Building

8:30 - 9:15	OBJECTIVE:	Discuss procedures for procuring cultural information which might be used eventually as instructional materials	Mr. Dorrance Steele
	ACTIVITY:	Form small groups and discuss procedures used to obtain cultural information brought to this workshop	
9:15 - 10:15	OBJECTIVE:	Examine various techniques that can be used in interviewing community members	Dr. Hap Gilliland
	ACTIVITY:	panel including Dr. Hap Gilliland, Mr. John Woodenlegs, Mr. Dwight Billedeaux and others will discuss principles that must be observed in interviewing community members	
10:15 - 10:30	Break		
10:30 - 12:00	OBJECTIVE:	Develop interviewing skills	Dr. Hap Gilliland
	ACTIVITY:	Practice sessions where interviewing skills can be applied, tested, modified and refined	
12:00 - 1:00	Lunch Break		
1:00 - 2:45	OBJECTIVE:	Learn "how to" develop instructional materials from recorded cultural information	Dr. Hap Gilliland
	ACTIVITY:	A demonstration by Dr. Gilliland	
2:45 - 3:30	OBJECTIVE:	Prepare a "plan of action" to be followed upon returning to the classroom	Mr. Brent Poulton
	ACTIVITY:	Individually or in small groups, participants will outline how the skills gained via this workshop will be put to use in their respective situation. This outline should include specific steps to be taken, materials to be produced, dates when activities are to take place, etc. A copy of this plan will be left with Mr. Brent Poulton.	

Outline - Ignacio, Colorado

June 12 --

9:00am - Any Bureaucratic details needed to be accomplished.

9:30am - Begin work on Attitudes Models for study

12:00 - 1:30pm - Lunch

1:30pm - Panel--Home Interviews

June 13 --

Morning--Study & Films on

A. Racial Attitudes
--My Childhood Series

B. Social Attitudes
--The Odds Against

Afternoon--Physical & Cultural Visibility

June 14 --

Morning--Who is Disadvantaged
--Brett
--Growth Failure & Material Deprivation

Afternoon--Curriculum

Poetry

COMBINED MICHIGAN-WISCONSIN AMERICAN
INDIAN ADULT BASIC EDUCATION TEACHER
AND TEACHER AIDE TRAINING WORKSHOP

Rhinelander, Wisconsin
June 15-17, 1972

PARTICIPANT EVALUATION FORM SUMMARY

1. What parts of the Michigan-Wisconsin workshop were of greatest help to you? Why?

Loretta Ellis--ABE in relation to Indians in Wisconsin and the Great Lakes Intertribal Council. Her detailed account of problems in the field of education was very well presented and she answered many of my questions.

Talk by Loretta Ellis showed what is going on in Wisconsin. She gave enlightment on Teacher Corp.

Angelo LaMere--Indian culture as related to ABE was so well presented and certainly instilled a deeper appreciation of our heritage. He got down to the basis of Indian culture. I believe that the spiritual well-being is important in order to be able to exist and get along with others in the community.

Ted Holappa's presentation was most valuable to me. It not only led me to a greater understanding of my people, but it gave me a good measure for understanding of my own personal drives. A most interesting application of theory. Thank goodness Ted said, "types are never a whole dimension."

Ted Holappa--creating a deeper concern for the problems faced by our Indians.

Mr. & Mrs. Ackley's presentation on Arts and Crafts was the greatest help to me. We don't have anything like that on our Reservation and it gave us some great ideas on how to get arts and crafts going and to make it successful.

I enjoyed the Arts and Crafts presentation showing the different patterns from different parts of the country and their uses.

I think the greatest help in the workshop was the presentation of the Indian Arts and Crafts. I wasn't aware of the great difference that there is between two cultures, and it also made me realize how much I would like to preserve my tradition of long ago.

Dan Mitchell's hints for Indian enterprises were a help to me.

Mr. Folgert's talk on English was great!

Home Economics would help our girls or women in their way of life. They always need help in learning how to make life easier for their families.

I find that the most valuable help is information that I pick up about other programs which I wasn't aware, and what could be done in our particular area.

A chance to exchange ideas and discuss among ourselves what needs to be done.

All parts were very informative and all of the speakers were very willing to answer all of my questions. I will be better able from this experience to start an ABE program in my own area.

The whole program and not just one was of the greatest help.

The Library Center was most interesting to me because we don't have things like tapes, radios, and tape recorders for our students to operate or books as interesting as you have here. Our kids need to get enrolled in a school that isn't as packed, and they need to get away from the noise. What they need is a place like Nicolet. Our library doesn't have trouble getting funds. They just don't get the books they order.

Mr. Wolf from BIA was most informative.

2. What parts of the workshop were of <u>least</u> help to you? Why?

Too academic--the math and English language speakers--also why so many lectures? Why not more input from actual ABE teachers? Why not more "buzz" sessions, etc.

Engine repair shop was least help to me since I can't really use it. A waste of time for females.

Mathematics in relation to ABE--I didn't understand it for myself, so there would be no help in trying to explain it to our people.

Retailing and homemaking and consumer education.

We are beginning at the very bottom, so to me all contribution made was good.

3. On your reservation, what are the greatest needs that you feel have to be met in Indian adult education?

Participation among all of the people. Get the people to the classes and make it interesting enough to keep them in these classes.

Create the feeling that an older person can succeed in adult education.

Developing an open-ended learning center.

More math development.

More Indian history, books, etc. A lot more dealing in schools' libraries. We need more Indian culture and books in our schools.

Lower St. Croix--I believe that our reservation has one of the best sources of adult education classes. Advotec 18 has been very helpful in contributing to the peoples' improvement in scholastic achievement.

Improving Indians' self image.

More Indian teachers or people with more knowledge of Indians and their needs.

I would like to see some civics or political science taught. The people need to develop an interest in what is going on politically in our country in order to better themselves. I feel that some naturalized citizens show more interest in and are more knowledgeable about our government than many of our adult Indians.

Number one--just to get started. We are struggling, we are trying, we just want to help. We are concerned with the high drop-out rate of our Indian students. Getting to parents might be one of the helps to cure this.

I am from an urban area in Michigan. I believe the greatest need here is to reach the Indian families and relieve the isolation factor first; from there a full program of ABE is needed. Since most families even if there is an adequate income need ABE in Money Management and Human Relationship.

Make the people aware that a <u>good</u> adult education program can be a most valuable asset for employment.

4. In your Indian adult education program, what subjects or topics do you feel you need more training?

I feel that we never really get to the point that we do not have a need for more training. No. 1 is to be better able to help my people. Better ways to get my people involved. Better ways of obtaining the goals of my people. Better ways of getting my people's point of view across. I guess I should just say, any training involving my people I could use.

Management training, basic consumer education, basic adult education, and GED.

New adult materials, new teaching ideas, and more ways to bring persons to feel that they can achieve in an educational program.

Drugs and personal care.

Indian culture, arts and crafts, and language.

Communication between teacher and student--individually.

How to write American Indian history and how to order materials.

5. Any other comments?

I have learned how much further behind our Reservation is than other places, and some ideas that I can pass onto our people to help us get started in other fields of ABE.

Nicolet is very interesting and has lovely scenery.

Unfortunately somebody "goofed" because so few Wisconsin Indian educators were present. Our ABE program found out about the workshop only five days ago.

If you plan another program, it would be nice to organize some type of entertainment as dance and a tour of the area.

I would like to see this workshop repeated.

Excellent meeting--well planned.

Not enough participation by the audience.

There is a need for an Indian Awareness Week to let the communities become more aware of the Indian problems and goals.

KANSAS AMERICAN INDIAN ADULT
BASIC EDUCATION TEACHER AND
TEACHER AIDE TRAINING WORKSHOP

Haskell Indian Junior College
Lawrence, Kansas
June 26-28, 1972

PARTICIPANT EVALUATION FORM SUMMARY

1. What parts of the Kansas workshop were of greatest help to you? Why?

   George Reifel, Jr.'s speech about programs and jobs available with and without the GED was most informative.

   Informative in general about the ABE-GED program.

   The vast need for GED on the part of the American Indian for the important part education does have in an individual's future.

   W. R. West and John Downs were very good.

   Setting up facilities for adult education satellite centers, etc.

   The reading card slides and tape were very good and would be good material for Indian language class.

   I cannot say what part of the workshop was the greatest. It was presented in a way that each phase was interesting and I enjoyed the workshop.

2. What parts of the workshop were of least help to you? Why?

   Films! Not really relative to adult education. Films could be used in Junior High classes.

   The gentleman making the Ottawa presentation didn't have much information that we would be able to use.

   The talk pertaining to the Lawrence Indian Center.

   All parts were of great help in the fact that an Indian can never learn too much if he is in a position to be of assistance to his fellow Indian.

3. On your reservation, what are the greatest needs that you feel have to be met in Indian adult education?

   Follow-up programs after GED.

   GED tests and help for further education. Also, consumer and credit information.

A job after the ABE diploma or follow-up training for a job.

Recruitment of interested individuals.

The desire to be educated.

If possible, more Indian teachers in hopes of recruiting more Indians for the GED program.

4. In your Indian education program, what subjects or topics do you feel you need more training?

Sincere empathy for Indian needs--not sympathy!

Reading, spelling, history, and math.

Indian language.

I have to learn more about GED.

The education program I am involved in is the GED program at the Topeka Indian Center. This, I think, has been discontinued for lack of participation.

5. Any other comments?

There should be more people (speakers) that actually taught or organized classes for adults.

We would like to include our young college students (our sons) in the seminar. Those of us that have students in the family felt they would benefit from the information.

I thoroughly enjoyed being a participant of this workshop and would be glad to be invited again if I can be of any help.

APPENDIX A

The following is given as an example of how fractions and other mathematical concepts might possibly be used in an Indian context, i.e., individual blood quantum for tribal enrollment. The various examples are intended to serve only as suggestions since the complexity of fractions actually used will necessarily be geared to the needs of the individual student.

KEY:

△ = Male

○ = Female

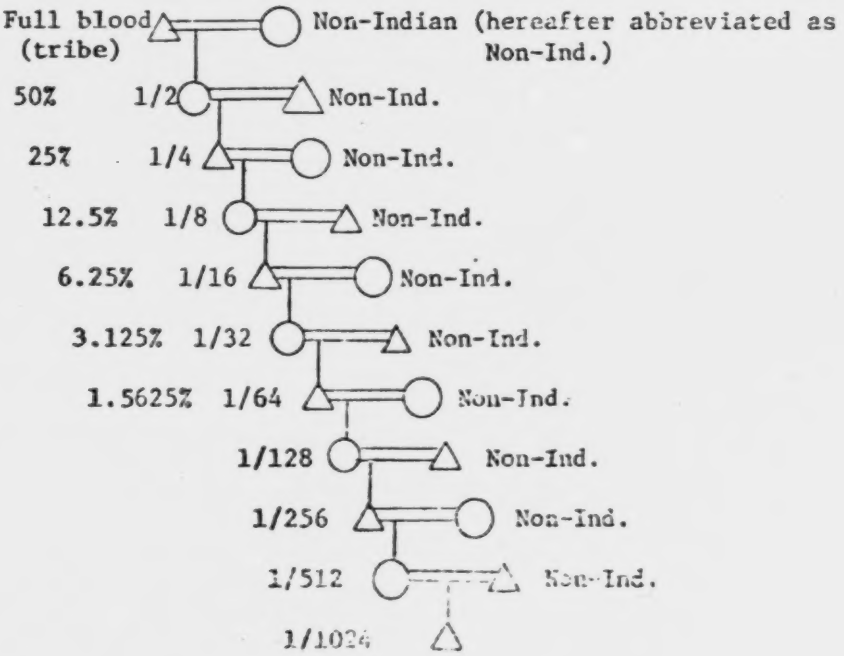
△—○ = Union, Marriage

△ with ○ = Descendants, children

(tribe) = Tribal enrollment, tribal affiliation

Examples:

(1)



(2) Full blood (

1/2

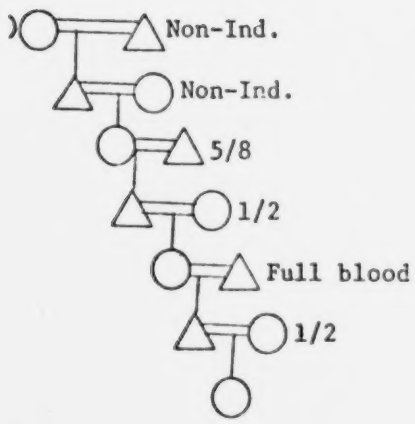
1/4

7/16

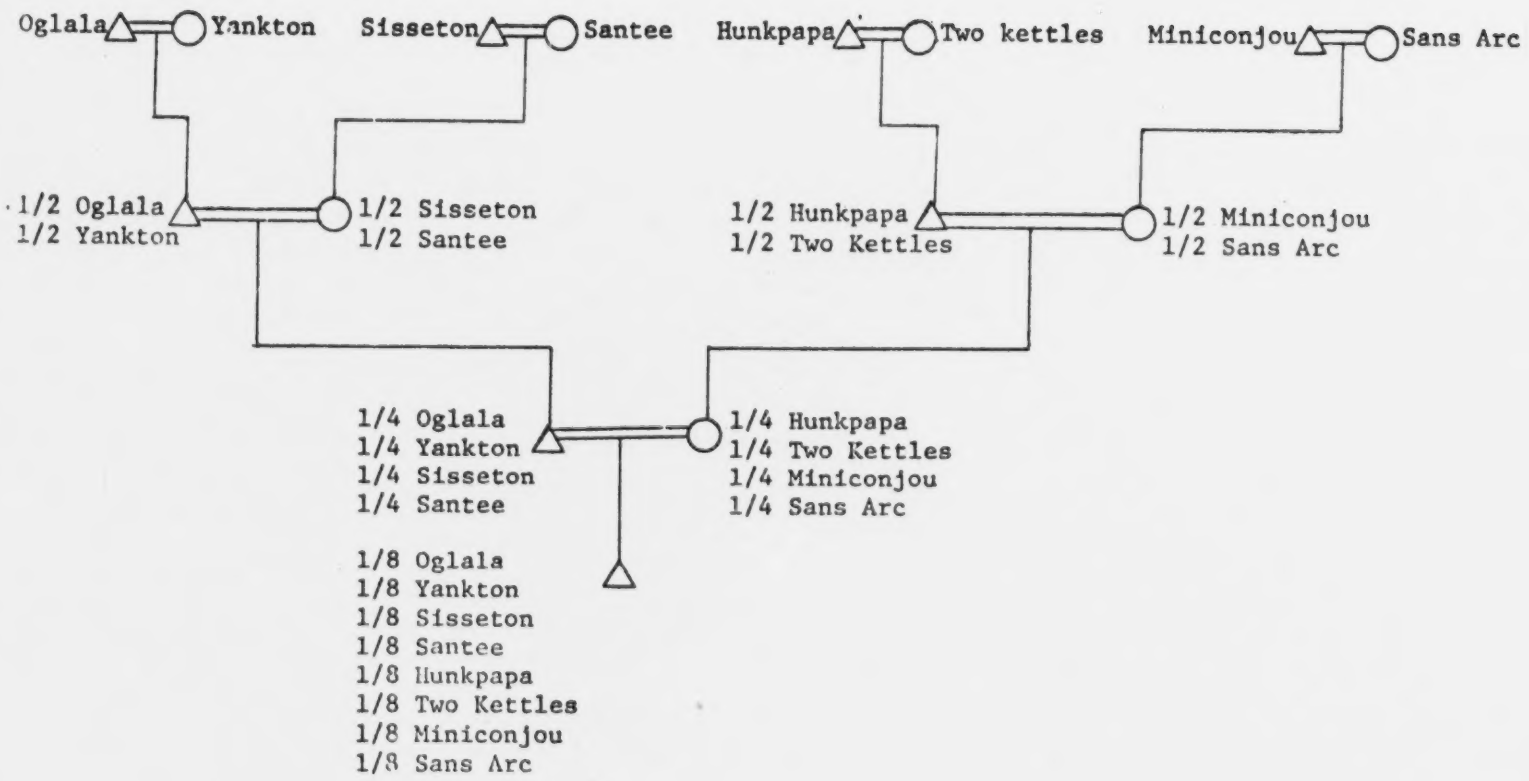
15/32

47/64

79/128



(3)


Oglala
Yankton
Sisseton
Santee
Hunkpapa
Two kettles
Miniconjou
Sans Arc
1/2 Oglala
1/2 Yankton
1/2 Sisseton
1/2 Santee
1/2 Hunkpapa
1/2 Two Kettles
1/2 Miniconjou
1/2 Sans Arc
1/4 Oglala
1/4 Yankton
1/4 Sisseton
1/4 Santee
1/4 Hunkpapa
1/4 Two Kettles
1/4 Miniconjou
1/4 Sans Arc
1/8 Oglala
1/8 Yankton
1/8 Sisseton
1/8 Santee
1/8 Hunkpapa
1/8 Two Kettles
1/8 Miniconjou
1/8 Sans Arc

e) Suppose that a tribe received an award of $10,000,000 from the Indian Claims Commission for lands taken in the early 1800's. The tribal council decided to use 25% of the money for tribal development. The remaining money is to be distributed to all enrolled members of the tribe on the basis of their degree of Indian blood, a full blood member receiving a full share, a half blood member receiving a half share, etc. There are 5,000 members of the tribe, half of whom are full bloods, one-fourth of the members are half bloods, one-eighth of the tribal membership are three-quarter bloods, and the last one-eighth are one-quarter bloods.

From the above information answer the following questions:

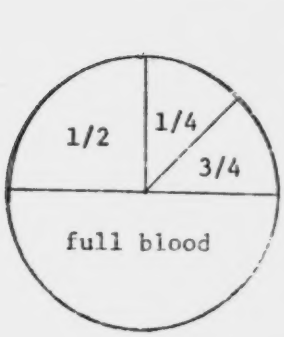
1) How many tribal members are in each category?

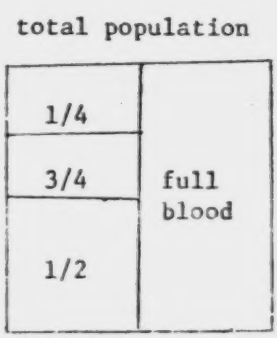
2) How many shares will be distributed among the members of each category?

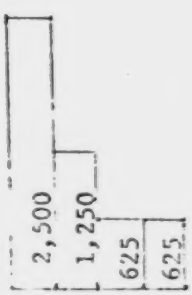
3) How much money will each full blood (half, 3/4, and 1/4) member receive?

4) A full blood man is married to a half blood woman and they have five children. How much money will each member of the family receive, and what will be the total amount given to the entire family?

It would also be possible to introduce the following:







APPENDIX B

AMERICAN INDIAN ABE TEACHER AND
TEACHER AIDE TRAINING PROJECT

COLORADO STATE UNIVERSITY

GUIDELINES FOR DEVELOPMENT OF FOLLOW-UP ACTIVITIES IN EACH COOPERATING STATE

1. State-Level Planning Meeting

   a. Participants
      (1) State Director of Adult Education (or representative)
      (2) Project Advisory Committee Member from the state
      (3) Others (as identified by the State Director and Advisory Committee Member, e.g., a) Project Institute Participants, b) Tribal Education Committee Members, c) School District Personnel, d) Potential Trainer-Consultant persons from within state, etc.
      (4) Project Staff--Dr. James Kincaid, George Abrams, Mrs. Tindel

   b. Location and Duration
      (1) At a place(s) and time(s) convenient to all participating
      (2) One-day (or part-day) group discussion session to develop plans

   c. Purpose
      (1) The primary purpose of the State-Level Planning Meetings is to develop plans for Project "Follow-up" assistance within each of the eleven participating states.

   d. Objectives
      (1) The objectives of the Planning Meeting are as follows:
         (a) To determine specific needs and kinds of persons having need for "on-reservation" teacher and teacher aide training
         (b) To plan basic program content areas necessary to meeting the identified needs
         (c) To identify potential resources (trainer personnel, potential participants, facilities, materials, equipment, etc.) necessary to the presentation of the training program(s)
         (d) To determine the potentially most appropriate approaches to implementing the "follow-up" training program within the state
         (e) To discuss procedures and responsibilities for preparation of brief program proposal which will incorporate the information into a program plan

2. Training Program Plan (Suggested Elements)

   a. Statement of Needs to be Met Through Training
      (1) Potential Needs (examples):
         (a) Program Development Training: How to plan (establish) an ABE program for a reservation
         (b) Teaching skills: How to reach (recruit and motivate) and teach (instruct) adults
         (c) Subject-matter interests: Reading, mathematics, social studies, etc.
      (2) Describing needs in terms of "priorities" and expected changes (behavicral objectives) to be met through training

   b. Statement of Program Content Areas
      (1) Briefly describe content areas to be included in the training program

   c. Statement of Program Approaches
      (1) Indicate program approaches deemed most appropriate to presenting the content areas as applied to specific reservations or states
         (a) Approaches possible (examples):
            i "State-wide" mini-institute
            ii On-reservation trainer-consultant visitations
            iii Combination of i and ii
            iv Other

   d. Statement of Program Implementation Plans
      (1) Approach(s) to be used
      (2) Location(s)
      (3) Facilities needed: Including how and who provides
         (a) Meeting rooms
         (b) Lodging (if necessary)
         (c) Meals (if necessary)
         (d) Travel
         (e) Equipment, supplies, and materials
      (4) Trainer personnel: Names, addresses, and who provides support
      (5) Participants: Who and how selected, travel requirements, etc.
      (6) Program plan: Outline of "Program" to be implemented

3. "Program Development" Check List

a. Training needs determined _____

b. Program content determined _____

c. Approaches to presenting program determined _____

d. Participant selection and notification conducted: _____
   (1) Who selects _____?
   (2) Who notifies _____?
   (3) How is participant support to be provided _____?
   By whom _____?

e. Trainer personnel selection: _____
   (1) Who selects _____?
   (2) Who notifies _____?
   (3) How is trainer personnel support to be provided _____?
   By whom _____?

f. Program implementation plan developed (written) _____
   (1) Location and facilities (e.g., meeting rooms, lodging, etc.)
      (a) What needed _____?
      (b) Who arranges _____?
      (c) Cost _____?
      (d) Who covers cost _____?
      and how _____?
   (2) Other personnel needed (e.g., secretarial, etc.)
      (a) Who selects and notifies _____?
      (b) Who provides support _____?
      (c) How provided _____?
   (3) Equipment needed (e.g., audio visual, secretarial, etc.)
      (a) What needed _____?
      (b) Who arranges _____?
      (c) Cost _____?
      (d) Who covers cost _____?
      and how _____?
   (4) Materials needed (e.g., paper, pencils, books, workbooks, etc.)
      (a) What needed _____?
      (b) Who arranges _____?
      (c) Cost _____?
      (d) Who covers cost _____?
      and how _____?

g. Other program development needs _____
   (a) _____
   (b) _____
   (c) _____
   etc. _____

TERMINAL REPORT

ABSTRACT

Extension Period
July 1, 1972 through December 31, 1972

AMERICAN INDIAN ABE TEACHER AND
TEACHER AIDE TRAINING PROJECT

Project Area: Eleven states of Colorado, Kansas, Michigan, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, and Wyoming.

Participants in Project During Extension Period: Approximately 200 persons were served, including members of twenty-eight tribes: Uintah and Ouray Ute, Southern Ute, Ute Mountain Ute, Iowa, Winnebago, Kickapoo, Potawatomi, Isabella Chippewa, Flathead, Crow, Northern Cheyenne, Chippewa, Cree, Kootenai, Salish, Omaha, Santee Sioux, Standing Rock Sioux, Turtle Mountain Chippewa, Yankton Sioux, Oglala Sioux, Rosebud Sioux, Paiute, Goshute, Navajo, Apache, Hopi, and Shawnee.

Procedure: Through phone calls and letters, efforts were made to involve eleven State Adult Education Directors, Indian Advisory Council members, sixty tribal leaders, local ABE directors of various agencies, teachers, and aides in planning activities to meet the training needs of teachers of adults on the reservations in the project area. Leaders in the State of Minnesota chose not to participate in the extension period activities; and in the states of Michigan and Wisconsin, response was minimal.

Working with those persons who did respond, preliminary plans were made for twenty on-site teacher-training activities. Sixteen consultant visits and/or workshops were successfully completed.

Each workshop was designed to meet the expressed needs of the local teachers and aides teaching or interested in teaching adults on reservations. Therefore, the content varied greatly, including English as a Second Language, Adult Learning, Recruitment, Motivation, Retention, Curriculum Development, Counseling, Indian Leadership, Language Arts, Public Speaking, Cultural Material Development, Consumer Education from the Indian Point of View, Reinforcement, Communication, Teaching Techniques, and Proposal Writing. A complete list of workshops appears in Attachment No. 1.

When possible, Indian consultants were used to help plan and to conduct the workshops. A list of Indian consultants and their competencies in the field of adult education was compiled and is available upon request.

Evaluations of the project were requested from every workshop participant, project State Adult Education Directors, Indian Advisory Council members, and consultants. Response was excellent, and tabulation of the results appears in Attachment No. 2. According to workshop participants, the most pressing problems in carrying out ABE programs on Indian Reservations are motivation, recruitment, and materials. Much work remains to be done to solve these problems so that the intended audience of adult Indians living on reservations is indeed served.

At the end of the extension period (December 31, 1972), several activities were still in process. Request was made to the Grants Officer for additional time to complete payment on work in progress or postponed because of severe cold. This time was granted; all work under this project ended and project books were closed on March 31, 1973.

CONCLUSIONS

WHAT WAS LEARNED FROM OPERATION OF THIS PROJECT

Experience being the tremendous teacher that it is, much knowledge flowed in both directions during the operation of this project. Perhaps the information gained by the Colorado State University staff will prove useful in planning future Indian programs. It is with this hope that the following observations and personal opinions of the Executive Officer are expressed.

Flexibility is the keynote of success in planning Indian learning situations, especially in the time factor. Time values vary considerably between the non-Indian and the Indian; thus, starting and ending hours, coffee breaks, etc., must remain fluid. Longer workshops are preferred by Indian teachers--from two to three full days.

Indian teachers relate better to Indian consultants than to non-Indians, even when the Indians are from different tribes. However, it is well to check with local Indian leaders to ascertain whether a particular Indian consultant is acceptable; for in rare instances, old tribal animosities remain alive.

On-site reservation visits have more impact than workshops held off the reservation. Better understanding of teacher problems is obtained when the consultant comes to the actual classroom or program area. Since the number of teachers of adults on any given reservation is small, this also makes for more individual attention and a relaxed atmosphere for those involved in the training. The result is more interaction between consultant and teacher.

Public means of communication to and around Indian reservations are often inefficient. Therefore, more time is required to organize a meeting or workshop than would ordinarily be allowed. The mail is

particularly unreliable and may take two weeks to cover a distance of a few hundred miles. Even after that lapse of time, the letter or package might not reach the intended addressee. In some places, party lines provide the only phone connections, and during severe weather (30 to 40 degrees BELOW zero) no phones at all might be operative.

Transportation to and from class for the Indian teachers, aides, and students is a problem. Paved roads are not always available, and those which do exist are not always passable. Private autos used to transport workshop participants are often in need of repair, causing delays in arrival and extra expense. When cars break down while transporting workshop participants to and from meetings, the owner of the auto often feels that the project is morally obligated to finance the repairs. Some provision should be made for this in the project budget, especially for work in those remote areas where private auto is the only means of transportation.

Teachers in some areas must take leave without pay from their regular jobs to attend training workshops. Therefore, the training budget should have ample funds to reimburse them for their time at their regular rate of pay.

Some time in every workshop should be devoted to Indian culture, values, and attitudes. This is doubly important if non-Indians are also present. Many Indians feel the need to discuss these subjects in order to reinforce pride in their heritage and to enable the non-Indians to understand Indian points of view on education. The basic conflict is differing attitudes on competition versus cooperation or sharing.

It was established from the evaluation forms that motivation, recruitment, and materials are major problems in adult Indian education.

Projects which train teachers to produce culturally related materials at reduced reading levels can help solve these problems. In such materials development projects, the collection and preparation of legends and clan histories gives training to the student in interviewing skills, writing, and reading. The process of learning more about one's own tribal history and culture fosters ethnic pride and stirs interest in adult education within the local community. When Indians become involved in creating their own learning materials based on their own history and tribal values, motivation and recruitment problems diminish.

Non-Indians in positions of authority, such as School Board members, or local and State ABE Directors, are sometimes less than enthusiastic about organizing ABE programs on the reservations for adult Indians. The number of state sponsored (public school) ABE teachers on reservations is quite small in several states. The tendency is to transport the Indians off the reservations to established classes for non-Indians, where neither the climate nor the curriculum is geared to Indian values. The evident need in this situation is for training of members of the non-Indian community power structure in order to help them understand Indian values and the desires of Indians to plan and carry out educational programs which mesh with their life styles. Concurrently, Indians should be given instruction in proposal writing and how to organize and fund their own educational programs.

Adult education should give the Indian what he desires, which is an expansion of choices, whether he chooses to remain on the reservation or to move freely between cultures.

AMERICAN INDIAN A. B. E. TEACHER AND TEACHER AIDE TRAINING PROJECT

PART II - Extension Period
July 1, 1972 - December 31, 1972

By CONSTANCE R. TINDEL
EXECUTIVE OFFICER

AMERICAN INDIAN ABE TEACHER AND
TEACHER AIDE TRAINING PROJECT
Extension Period
July 1--December 31, 1972

WORKSHOPS AND CONSULTANT VISITS

Location--Reservation	Date	Consultants	Content	Participants
COLORADO				
Cortez and Towaoc. Joint effort with Colorado State Dept of Education. Liz Waggener	Sep 11, 12, 13	Bob Ryan Dan Honahni	ESL, Adult Learning, Recruitment, Motivation, GED & ABE Techniques, Skills and Materials	15
KANSAS				
Horton, serving Winnebago, Iowa, Kickapoo, and Potawatomi. Jim Ward and Eugene Uccellini	Oct 27-27	Bob Ryan	Retention & Motivation, Adult Learning	8
MONTANA				
Villa Ursula, St. Ignatius & Flathead. Brent Poulton Marjorie Bear Don't Walk	Nov 12-22	Frank White	Materials Development	18
Pryor, Crow. Mike Doss Roger Turnsplenty	Dec 2-15	Ernie Bighorn Bruce Myers	History Crow Tribe, Slides, Tapes, Book	7
Rocky Boy. Brent Poulton Lydia Southerland	Dec 13-15	Dwight Billedeaux	Materials Development	8
NEBRASKA				
S. Sioux City serving Winnebago, Omaha, Santee Sioux. Terry Walters	Dec 9	Dan Honahni	Adult Teaching and Learning Techniques, Recruiting	24
NORTH DAKOTA				
Fort Yates, Standing Rock. Minard H. White	Dec 4	Bert Corcoran	Consumer Education from Indian Point of View, Reinforcement	18

NORTH DAKOTA (CONTINUED)				
Turtle Mountain. Ray Grandbois	Dec 11-12	Rose Barstow, St. Paul Schools	Observation ABE Programs & Materials	2
Turtle Mountain. Ray Grandbois	Dec 19-20	Bob Ryan	Motivation & Teaching Techniques	2
SOUTH DAKOTA				
Pine Ridge, Porcupine Old Day School. Mose Charging Thunder	Oct 13	Bob Ryan	Motivation & Retension	6
Rosebud. Clifford Broken Leg	Oct 16	Leonard Bearking	Curriculum Development, Counseling	2
Cheyenne River, Eagle Butte. Marge Ganje	Oct 24-25	Dwight Billedeaux Ann Kuyper	Indian Leadership, Public Speaking, Language Arts	14
Rosebud. Clifford Broken Leg	Dec 11-12	Dan Honahni	Teaching Techniques for Indian Adults	5
Pine Ridge, Porcupine Old Day School. Mose Charging Thunder Sam Sears Clifford Broken Leg	Early Feb Originally planned for Nov 13-14 SNOWED OUT		Curriculum Development, Vocabulary Sequencing	
UTAH				
Bottle Hollow Resort, Fort Duchesne. Bob Chapoose Jerone Hainsworth	Dec 20-21	Dwight Billedeaux James Ashike Herbert Benally	Curriculum Development	35
WISCONSIN				
Wausau, Upper Great Lakes Tribal Council. Angelo LaMere	Dec 15 & 27	None requested	How to Get ABE on Reservations, Teacher Training	10

OTHER ACTIVITIES

Kathleen Beek, Pine Ridge, South Dakota, was sent to Denver to attend meeting on ETV show, The Future Is Now, on November 9.

Teacher training materials were furnished to ABE classes in Mt. Pleasant, Michigan, area (Isabella Tribal Council, Mr. Arnold Sowmick).

Under training arrangements, Mr. Robert G. Rowan developed a proposal for adult education on Wind River Reservation, Wyoming.

Bibliographies of Indian and non-Indian ABE materials were sent to all local directors for distribution to their teachers.

OTHER ACTIVITIES (CONTINUED)

A technical consultant and a liaison consultant were provided in Pryor, Montana, to continue materials development work conducted in the Pryor area as a result of the Montana workshops.

EXTENSION PERIOD
COMMENTS FROM STATE DIRECTORS

State	Title	ABE Programs on Reservations	Teachers & Aides	Teachers & Aides Trained under this project	Changes in teacher or pupil behavior as result of this training	What should project have done that was not done?	What ABE teacher-training needs are still present and how might they be met?
Utah	Education Coordinator	ABE is sponsored by State Bd. Have reservation programs and career ladder.	1	1	No change noted	Promote AIABE and teachers aide programs. Invite state coordinator to workshops.	Follow-up on the workshops.
Colo.	Supervisor of Adult Education	One program on Ute reservation. Conducted by Southwest BOCS	2	0	No evidence of change	Greater care in selecting participants. Train on-site and individualize training.	Can only be determined by on-site activity.
Utah	Specialist	4 programs	13	13 & 40	No evidence		Teachers need specific help in developing materials and meeting needs.
Montana	State Supervisor ABE	7 programs	30	30	Materials development and planning	The "false start" hurt.	Lack of trained leadership and teachers. Ill defined staffing patterns. Inappropriate curriculum. Insufficient ancillary services.
N. Dak.	Dean of Continuing Education	1 on reservation 1 off reservation with Indians transported.	3	?	Comments indicated concern with lack of communication between project and state people.		Doesn't know.
S. Dak.	Asst. Dir. State ABE	On every reservation in state	25	12 Project had total of 75 in workshops.	Identified with renowned Indian educators. Shared ideas with other teachers. Gained knowledge and materials.	Were not aware of 6 month extension. Poor communication between project and state.	Need to prepare for more than GED. ABE should be more career oriented than GED oriented.

ATTACHMENT 2

EXTENSION PERIOD
COMMENTS FROM STATE DIRECTORS
PAGE 2

State	Title	ABE Programs on Reservations	Teachers & Aides	Teachers & Aides Trained under this project	Changes in teacher or pupil behavior as result of this training.	What should project have done that was not done?	What ABE teacher-training needs are still present and how might they be met?
Wyoming	State Coordinator ABE	One.	5	0	Plan was developed for adult education on reservation.	Involve other people than Indians.	Develop expanded ABE program on reservation. Help staff learn to involve tribal councils and other agencies.
Kansas	State Director Adult Education	Two. Another dropped because of threats for being involved with a BIA project.	4	4 plus 2 former employees.	Reports of improved attitudes, skills, and understandings. No other evidence.	More follow-up of the original workshop.	Motivation (recruitment) is still the big thing.

ATTACHMENT 2

EXTENSION PERIOD
AMERICAN INDIAN ABE TEACHER AND
TEACHER AIDE TRAINING PROJECT

Evaluation Questionnaires from Workshop Participants:

Number of Responses: 73

Kansas - 9	Utah - 16
Montana - 24	Colorado - 4
South Dakota - 6	Unknown
North Dakota - 7	location - 2
Nebraska - 5	

Areas or skills needed at beginning of workshop (all states)
In order of importance based on number of requests:

1. Understanding of Indians (and other ethnic groups) needs, desires, ways.
2. Motivation skills for student recruitment, retention.
3. Special subject helps - English, Reading, Math, etc.
4. Curriculum planning, methods.
5. How to start a program.

Did you receive help needed?

Yes - 33 No - 5 No Answer - 17

Suggestions for Improving Workshops:

1. Longer workshops, more experts in more fields
2. More workshops, perhaps on a regular basis
3. More models, lesson plan help, special subject help, teaching helps, materials on display.
4. Participation of students as well as local teachers, Indians
5. More informal format, discussion of local problems
6. Coffee and doughnuts
7. Provide compensation to attend workshops for those who must take off from work without compensation

PARTICIPANT EVALUATION

Pressing Problems (over all states) in order of Importance:

1. Recruitment and Motivation
2. Retention of Students
3. Materials
4. Greater understanding of needs of Indians' language, mores, philosophy.
5. Permanent locations for classes, classes closer to students' homes.
6. Funds
7. Curriculum development, flexibility
8. Lack of involvement of adult Indians, community (perhaps involved with #2)
9. Help for Indians in money management, decision making, values, goals, housing and homemaking.
10. Need for training of Indians in all areas of education as teachers, administrators, aides, etc. Need for making the importance of ABE program clear to all teachers, aides, and community.

PARTICIPANT EVALUATION

Conclusions:

1. More active participation needed.
2. Need more work on specific methods.
3. Too abstract, need to get to specifics.
4. Materials used weren't relevant.
5. Data gathering on reservations should be done with authorization of tribal council.
6. Why was credit not offered?
7. Printing of the materials
8. GED test validity.

EXTENSION PERIOD

CONSULTANT COMMENTS ON WORKSHOPS

Strengths:

1. Participants well-motivated.
2. Good materials and ideas.
3. Billedeaux excellent on Indian culture.
4. Kuyper excellent on English as a second language.
5. Proposal writing and finding were covered.
6. Consumer economics games
7. Challenging and worthwhile
8. Driver training ideas
9. Honahni excellent on teaching techniques.
10. Traveling library
11. Developing program plans.
12. Developing materials from the culture, e.g. legends put into writing for reading instruction.
13. Follow-up team was useful.
14. Evidence of specific curriculum planning and materials development.
15. Needs assessments started in some places.

BROCHURE

CSU American Indian ABE Teacher and Teacher Aide Training Project

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Attachment 3

Department of Education
Colorado State University
Fort Collins, Colorado

American Indian ABE Teacher & Teacher Aide Training Project

Department of Education
Colorado State University
Fort Collins, Colorado 80521

"I suspect if someone wanted to design a blueprint on how to keep children from being educated the ideal prototype in this country today would be the present state of the Indian education system."

Ralph Nader

- Functional illiteracy among American Indian adults is four times the national average, estimated as affecting over 75,000 persons.
- Of all American Indian adults less than 1/5 have completed their high school education or its equivalency.
- Insensitivity and ignorance of American Indian cultures and values on the part of teachers and school administrators is generally admitted as being one of the contributing reasons for the poor educational level of American Indians.
- The interdependent cycle of unemployment, poor health and housing, and abominable educational conditions receive a considerable contribution from illiteracy, and the low numbers of high school graduates on many American Indian reservations.

U.S. Department of Health, Education, and Welfare: Office of Education: Division of Adult Education Programs. Funded under authority of PL 89-750, Title III, Sec. 309 (c) ABE "Teacher Training Project" of the ADULT EDUCATION ACT OF 1966, AS AMENDED.

Colorado State University does not discriminate on the basis of race, color, religion, national origin, or sex. The University complies with the Civil Rights Act of 1964, related Executive Orders 11246 and 11375, and all civil rights laws of the State of Colorado. Accordingly, equal opportunity for employment and admission shall be extended to all persons and the University shall promote equal opportunity and treatment through a positive and continuing affirmative action program.

CSU AMERICAN INDIAN ABE TEACHER AND TEACHER AIDE TRAINING PROJECT...

Colorado State University has been awarded a grant from the Department of Health, Education & Welfare, Office of Education, to establish an American Indian Teacher and Teacher Aide Training Institute.

The Institute, to be held November 8-12, at Colorado State University, was established to assist existing and potential American Indian teachers and teacher aides in the Adult Basic Education (ABE) field to further develop their competencies for effective planning, implementation and evaluation of American Indian ABE on federal Indian reservations within an eleven state project area.

Approximately eighty Institute participants will have the opportunity to experience a week-long intensive training program designed to meet the specific needs and problems of American Indian teachers and aides who are or will be pursuing teaching careers in the field of ABE. The program will be conducted by an experienced eight member American Indian Trainer-Consultant team who has extensive competence in the ABE area.

As an integral part of this undertaking a follow-up program will be conducted. The Trainer-Consultants will work closely with tribal government leadership, school district personnel, and the individual Indian teachers and aides periodically during the project year to facilitate the adaptation of ABE programming principles, methods, and content to individual reservation situations and the specific needs of adult American Indian students.

Attachment 3

EQUIPMENT ACCOUNT

No equipment costing $300.00 or more was purchased with project funds. No equipment or supplies having a residual value of more than $100.00 exist in this project.

ERIC Clearinghouse
MAY 15 1973
on Adult Education

ATTACHMENT NO. 4